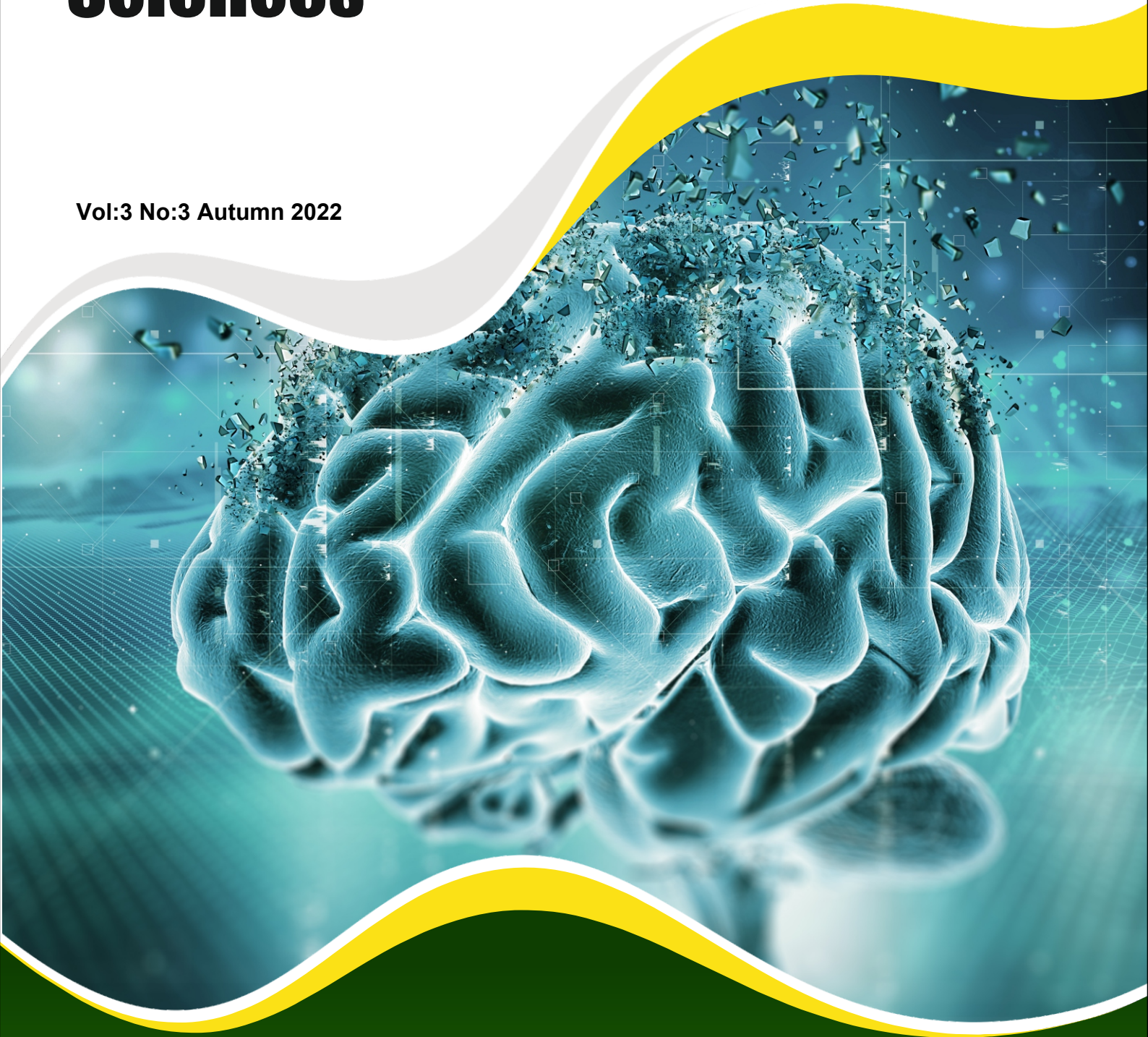


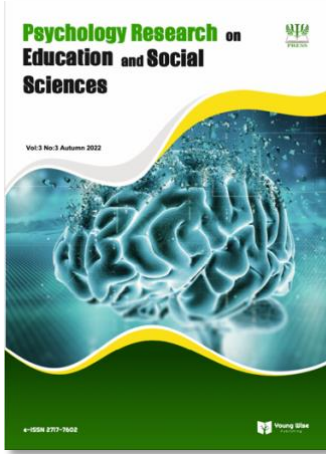
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Case Report

Positive contribution of the meeting with only one family member in terms with solution focused brief therapy case report

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Abstract

Effective communication between the family is essential for the permanence of the family, which is the cornerstone of society. Regardless, in the course of this interaction, it is expected to experience some problems and conflicts in the family that need to be solved. It is expected to see family members make an effort to overcome their unpleasant habits and behaviours. Occasionally, the distinction and motion triggered only by one family member can create a positive atmosphere in the entire family. The purpose of this research was to investigate whether solution-focused brief therapy (SFBT) and interviews with only one family member could create a positive atmosphere in the family. Mrs. Ayşe, the interviewed lady, is a 39-year-old primary school graduate housewife. She is married to her husband, whom she lives with in Konya, and has three sons together. While Mr. Ahmet, Mrs. Ayşe's husband, did not attend the interviews which started with Ms Ayşe's application, their 18- and 14-year-old sons attended once. In order to support Mrs. Ayşe in developing problem-solving skills for the difficulties and conflicts in her marriage, six interviews were planned and conducted. In conclusion, the positive distinction that materialized in the client by the Solution-Focused Brief Therapy with the wife had a positive influence on the entire family atmosphere, and it was observed that the interviews contributed positively to the marriage and the family.

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Introduction

The family, which consists of individuals with a marriage bond, is the smallest social unit that makes up society. Interaction types such as husband-wife, mother-father, mother-daughter, mother-son, father-daughter, and father-son are seen in the family. While there are functions in the family, a change in one of the family members affects the other members, the family atmosphere, and the peace. There are family types and durations, and any particular situation or issue in a family member may inevitably affect other members so the family. Solving the problem of any of the family members also affects the whole family in a positive direction. The unique aspect of solution-focused brief therapy is that the clients assume an active role in solving the problem, and the solution is found by the clients, not by the therapist (Kütük et al., 2020).

Solution-Focused Brief Therapy (SFBT) is defined as an approach that produces solutions for the individual's current situation, strengths, future demands, and purposes by focusing on how the individual copes with similar problems in the past (De Shazer et al., 1986; Ağca and Avşar, 2020). SFBT takes its name because it focuses on creating solutions and raises awareness of the provision of treatment via brief interviews (Arslan and Gümüştığlayan, 2018: 492). The SFBT

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approach is an approach that was first developed in the 1970s by Steve de Shazer, Insoo Kim Berg, and colleagues, who worked at the therapy centre called "Milwaukee Family Therapy Centre" in the United States (De Shazer et al., 1986; Arslan ve Gümüŝçağlayan, 2018).). While other approaches centre on the past of individuals based on their problems, it is stated that only the successes of individuals in similar issues and the strengths of individuals are crucial in the past of the individuals in the SFBT (De Shazer et al., 1986; Sarıçam, 2014). As the name suggests, the principal purpose of the solution-focused brief therapy approach is centring on the solutions to clients' issues, focusing on the future goals of clients, and focusing on the solution by focusing on the clients' future while not centring on clients' problems. Furthermore, it is one of its most significant superiorities (De Shazer et al., 1986; Ağca ve Aşar, 2020; Yanardağ ve Özmete, 2020).

In SFBT, the counsellor utilizes specific interventions for the client to set and achieve their goals, and this method materializes to encompass concrete techniques of understanding, practice, and behaviour. Moreover, De Jong and Berg (2002) draw attention to the fact that in SFBT techniques, besides developing the client's goals, producing exception-based solutions is a crucial strategic element. In SFBT; there are questions and methods such as pre-session changes, solution-oriented goals, searching for previous solutions, miracle questions, homework assignments, rating scale questions, coping questions, SWOT analysis, exposure, future-oriented questions, praise, observing questions, reframing techniques, questions interrupting the process techniques will lead the client to a solution by setting focused goals are frequently utilized (Bannick, 2007; Bavelas et al., 2013; Doğasal ve Karakartal, 2018:135).

Effective solutions to conflicts and problems between family members, such as amplifying their communication with their children and each other, and making efforts towards the goals they set, are considered important determinants of increasing happiness and quality of life in the family, keystone of society. The implementation process of these parameters comprises the theoretical and experimental infrastructure of the SFBT method. The purpose of this research is to observe whether interviews with only one family member have a positive contribution to family and marital relations with the SFBT technique. In this study, the answer has been sought to the question; "*Do consultations with only one family member using SFBT have a positive contribution to the family?*". It was observed that the positive changes with Mrs. Ayşe had positive contributions to her family and environment. Happy mother has led to a happy family.

It is known that the SFBT approach is suitable for the treatment of externalizing and internalizing behavioural problems. SFBT, since it was first developed, has become one of the most popular methods in brief therapy worldwide and has been used in a wide range of areas. In foreign-sourced studies, it is proven that the SFBT techniques are highly functional, especially in marital problems, respect in the family, and relationship problems. In our country, although the studies carried out in the field of SFBT are quite limited; marital relationship and marital adjustment; depression, coping with test anxiety, communication skills and anger control, women's ability to look to the future with hope, and their submissive behaviour, reducing social phobia, coping with peer bullying, rumination, increasing empathy, although experimental studies are showing that it is effective on no research has been found in which an SFBT is used to reveal whether interviews with a family member have a positive contribution to the family. In this context, this study has a high added value in terms of seeing the effectiveness of the SFBT-based practices that will be carried out, especially on families.

The conclusions obtained in the study is that SFBTs are limited to the fact that only a family member who is a wife, not the couple, and this wife's truthful answers, comments, and counsellor observations during the interviews.

Method

In this study, as a result of observing and analysing the content of the interviews with a family member using the SFBT method, a case was reached, and this case was revealed by examining the principles of the SFBT and the intervention stages of social work.

Identification of Family Characteristics

Mrs. Ayşe (Female): 39 years old, housewife, primary school graduate, first marriage, and married for about 20 years. Mr. Ahmet (Male, wife): 58 years old, tradesman, high school graduate, first marriage, and married for nearly 20 years. Our

couple has three children from this marriage. The eldest child is 18 (Male) in the senior year of high school, the middle child is 17 (Male) in the 11th grade of high school, and the youngest child is 14 (Male) in the eighth grade. It was learned that they lived together in Konya.

Designing the Consultation Process

Mrs. Ayşe was interviewed every two weeks, with the first meeting as the first session, 6 sessions in total, and a case study was started by giving individual psychosocial counselling. The customer came to the meeting with or without an appointment as needed in the later processes. Although she and her husband were asked to initiate regular family counselling, her husband did not participate in this study. Although she and her husband were asked to initiate regular family counselling, her husband did not participate in this study. Although it was deemed necessary in this case, the family counselling process could not be initiated as a couple. Her son (18, male) and younger son (14, male) attended the interviews with Mrs. Ayşe once. Mrs. Ayşe's signature was obtained for informed consent and necessary information was given. An intervention plan for the problem or need has been prepared within the scope of the SFBT understanding and principles. This plan was designed in line with the stages of "meeting/connecting, pre-assessment, planning, implementation, evaluation, termination, follow-up/follow-up" and was expressed in the case report.

Case Report

Sessions

In the first session, Mrs. Ayşe, who consulted, began to talk alone. The first impression is essential for the client and the counsellor. Therefore, the first session was administered as an introductory session. For understanding the problem client was asked "What are the factors that brought you here?". Mrs. Ayşe stated that she was constantly arguing with her husband, and as a result of the arguments, her husband talked about breaking up with her, she could not leave because she had no income and was afraid of it. The counsellor made the necessary eye contact to express her understanding and gave empathetic responses with the necessary gestures and facial expressions.

Their marriage history was taken, and she was asked to speak of their marital problems. Mrs. Ayşe talked about the pre-marriage process, beginning stages, and further phases in a chronological way with emotional intensity. She stated that it was their first marriage, they were married in an arranged manner, her husband was 17 years older than him, she was a housewife, and she did not have any income.

It was asked that "What changes do you think should occur in your life that is worth coming here and meeting with me?" by the counsellor and it was tried to help the client set goals. The client stated that she wanted to be happy, and she wanted her husband to take care of her, but nothing that she did was functioning and she was very tired and fed up. When asked what she did to solve his problems, she stated that they did not want to experience the same things again, so she could not talk to her husband, and they even stayed away from each other. She was asked about her husband's relationship and interaction with the children. The client stated that her husband constantly blames her and worries about her children.

When asked if there is anyone in the family who can evaluate these issues objectively from the outside; she stated that "her husband's family also blamed her and there was no one to give objective information about the family". It was suggested to interview her husband and children in order to help the family and observe the family relations in their natural environment. Mrs. Ayşe accepted the offer but stated that she was not sure that they would attend the meeting. The counsellor thought that Mr. Ahmet's constant accusations made the client, Mrs. Ayşe, feel guilty.

It was asked, "Is there a time when you don't have these problems?". The client stated that they were more comfortable during Ramadan. When it was asked "What is different from other times in Ramadan?", the client said that because her husband is a tradesman, they slept together until noon and stayed together until Sahur. She explained that in other months, her husband slept early at night, she stayed awake, and the children were awake until 2-3 a.m. When the counsellor asked about the school grades of the children; She stated that "they do not like school and their academic achievement is low." However, the client does not see this situation as a problem.

It was stated that "self-confidence, revealing strengths and weaknesses, and her strengths and weaknesses were emphasized" with Mrs. Ayşe. Her strengths were emphasized by the counsellor telling Mrs. Ayşe that "it is a very important step for her to continue a long-lasting marriage and to come to the counsellor for the continuation of this marriage". About Mrs. Ayşe's marriage, which has lasted for nearly 20 years, the questions, "How did you deal with this problem before? What is it that allows you to continue under these conditions?" questions were asked. It was observed that Mrs. Ayşe could not answer the questions and waited silently for a while and thought. In this way, the client was given the opportunity to remember their past successes. The strengths and weaknesses of the client were determined together in detail. It was investigated with Mrs. Ayşe about what she could do with her strengths and how she could strengthen her weaknesses. The importance of this study was emphasized by requesting the client to work on revealing and using her strengths and weaknesses. Mrs. Ayşe was asked to take notes on what time she slept and woke up daily, and what she did during the day. This request was accepted positively by the client. The client was referred to psychiatry because of sleep problems, not enjoying life, and weight problems.

Impression Notes

It was noted that it was essential for Mrs. Ayşe to feel comfortable and ready to meet at the first session. Before starting the individual study with Mrs. Ayşe, the point where the client is: Exhausted from life, with no expectations for the future, lacks confidence in herself and others and blames herself, who is in a life that even she does not approve of and has developed an addiction to her marriage, although they live in the same house with their spouse and children, they do not interact with them, with several psychiatric complaints, not enjoying anything (psychological problem), It was determined that there were problems with her husband and children, weight problem (physical), and sleep problem. In the first interview, when the client felt ready to talk about their problems, questions about problems were asked. At this step, a preliminary evaluation was made by focusing on observation as a consultant. It was restated by summarizing how long the problem has been going on, the current status and intensity of the problem, what the client has done in the past to solve such problems, and what she said individually about the solution. And then it was studied the emergence of the communication problem between the client, his wife, and children.

At the beginning of the meeting, it was noted that;

- Mrs. Ayşe is affected by the problems in her family and this case negatively affects her mental health
- Mrs. Ayşe is terrified of breaking up with her husband and is often nervous about divorce.
- Mrs. Ayşe is a woman who can do everything on her own, but she feels culpable, worthless, and hurt because of her husband's, Mr. Ahmet, accusatory mindset,
- Mrs. Ayşe and Mr. Ahmet estranged themselves from each other, avoided each other,
- This conflict in the family negatively affects children,
- The social functionality necessary for Mrs. Ayşe to lead a satisfactory life has decreased,
- Mrs. Ayşe's adaptation capacity and social functionality have decreased.

As a result of these observations, the counsellor started planning and focused on how to indicate the client's need for psychiatric assistance for mental health and how to draw attention to the solution of problems rather than what she defined as a problem.

Session II

When the client, Mrs. Ayşe, came to the session two weeks later; She talked about "how she uses which strengths and how she determines which weak sides she can strengthen". It was observed that Mrs. Ayşe did the task given in the last session. It was observed that the partners are influenced by the gender roles existing in their own families and root families, and by talking about these problems, it was tried to make Mrs. Ayşe understand her husband. Mrs. Ayşe, as a result of her husband's accusing behaviour; stated that she did not try to communicate, that her husband's behaviour upsets her, and that she was afraid of her husband leaving when she talked to her husband. When she was suggested to "start

communicating with her husband little by little to solve this communication breakdown problem in her marriage", the client stated that she "could do it".

For the next session with Mrs. Ayşe; the task was given on the subject of "talking to her husband, explaining her disappointment, emotions, and feelings in the face of her husband's behaviour, and trying to learn about her husband's expectations and feelings". It was emphasized with the client what she did to achieve the goals she set in the previous session and how close she came. The counselee was asked to consider the subjects of "weight and self-confidence" and "how much she loves herself, why she loves herself if she loves herself and why she does not like herself, her sleep habit, and the effect of these on his relationship with her husband". Information was given about the importance of physical activity. As a physical activity, it was suggested to do a sport suitable for herself and her budget. She was referred to a dietitian because of the weight problem.

Impression Notes

In the second session, Mrs. Ayşe stated that "because her husband (Mr. Ahmet) is the eldest of his root family, so he behaves as the people around him want and asks her to take on the roles in the family" and is evaluated that Mr. Ahmet brings gender inequality to the fore. In this session, it was worked on setting goals and making efforts to reach these goals. Firstly, Mrs. Ayşe was asked to describe a day of their goals, and the client stated that she "drank excessive amounts of tea and coffee late at night". It was noted that Mrs. Ayşe was awake at night while she slept during the day and that she had behaviours and habits that would affect her sleep. During the interview, it was learned that the psychiatrist started treatment for depression.

Notes were taken about Mrs. Ayşe's physical health and how to raise her need for help for her weight problem, and the counselee was directed with some coping questions. Evaluations were made on subjects such as "*The tendency of Mrs. Ayşe and her husband to run away from each other, avoiding arguing, the source of the problems between the spouse and their children, the reasons for the client's fear of divorce*" and it was planned to follow up with homework.

Session III

In this interview, firstly, the issues determined in the previous interview and which Mrs. Ayşe was asked to think about were evaluated. Especially, weight and self-confidence, the effect of sleep habits on the relationship with spouse and children, and his likes and dislikes were emphasized. In the previous interview, the counselee was advised to "*give up on night eating habits related to nutrition and sleep habits and avoid excessive consumption of tea and coffee*". It was observed that Mrs. Ayşe did her task given in the previous interview. Mrs. Ayşe; stated that "she started walking for an hour a day with her neighbour".

The aspect that Mrs. Ayşe likes about herself is "*the power to organize*", the aspects that she dislikes; she stated that there is "*a lack of internal discipline, inability to set boundaries, to protect boundaries in interpersonal communication, to say no to anyone*". A short piece of information was shared with Mrs. Ayşe about communication and the importance of boundaries.

The client expressed it as "*not being able to accomplish the decisions made when she started a diet every Monday and then was offered a food that she liked or when she made it, saying that I would start after eating it*". It was focused on the issue of "*reflecting on the behaviours and decisions that she wanted to do but could not do and setting new goals for what can be done and executed*". To increase the communication of Mrs. Ayşe with her husband and children; It was informed that "*there are children at home during adolescence, that young people of this age are sensitive, the characteristics of adolescence period and the presence of children in their relations with their spouses should be taken into account in terms of being negative role models for children*".

Impression Notes

The counselee's taking a walk with her friend was evaluated as positive growth in terms of stepping into a warm friendship, being social support for her, and pioneering her in other social sites. In addition, it was observed that she

started to lose weight, and the walks she took with her neighbour had a positive effect on the client. This observation was reinforced by the client's statements that "my self-confidence and belief have increased". It was evaluated that quitting night eating habits related to nutrition and sleep habits and avoiding excessive tea and coffee consumption contributes positively to the quality of life. In this session, it was planned to increase the communication between Mrs. Ayşe and her husband.

Session IV

Mrs. Ayşe talked about how well she complied with the decisions she made in the previous session, and the client was given the opportunity to evaluate what she did. Mrs. Ayşe was asked, "Is there any change in your problems since the previous session?". The client stated that her life is in better shape than before. She stated that "she started to have small conversations with her husband, Mr. Ahmet, and now she can encourage the children in the exam process". In this session, Mrs. Ayşe stated that "talking and even for someone to listen to her is very important and relaxes her". Mrs. Ayşe's eldest son came to pick up his mother at the end of the session and was asked: "what he thought about his mother's situation". It was understood that the child said: "My mother is happier now." with a smile and seemed satisfied.

Impression Notes

It was observed that Mrs. Ayşe did the task given in the last session. It was determined that the client fully complies with the subject of internal discipline, cannot do anything about not restricting herself, and is not bad at complying with the decisions she made. The husband, Mr. Ahmet, was invited to this session again, but Mr. Ahmet stated that "there was no problem with him" and the client's offer was not accepted. Even if the client did not say it, it was felt that the change with Mrs. Ayşe, albeit small, satisfied her husband. From the statements of Mrs. Ayşe's eldest son and other impressions, it was evaluated that "the change in one of the family members also affected the other family members".

Session V

It was discussed with the client, Mrs. Ayşe, about how close she is to the goals she set in the previous session. She stated that to put her life in order she would go to bed at 00.00 at the latest, get up at 08:00 in the morning at the latest, have breakfast with her family, and insist again to bring her husband to the session. It was reminded that the next session will be the last one.

Impression Notes

It was observed that Mrs. Ayşe did the task given in the last session. In this session, it was noted that Mrs. Ayşe started to become aware of the behaviours that disrupt her sleep habit, and a healthier sleep habit was formed thanks to the new healthy behaviour she acquired. It was observed that the ways of establishing healthy communication with her children have increased, and now she has healthier communication with her husband, Mr. Ahmet. It was evaluated that Mrs. Ayşe started to overcome her fear of divorce.

Session VI

In the last session, evaluations were made about the expectations and the results of the change with Mrs. Ayşe. When it was asked to Mrs. Ayşe "*Imagine that you had a bad nightmare while you were sleeping tonight. All the problems that brought you here in this nightmare suddenly turn for the worse. What do you notice about the nightmare when you wake up the next morning?*" the client replied by saying that she is not afraid of divorcing Mr. Ahmet anymore, that anything can happen in life, even waking up in good health in the morning is very important. It was felt that the client has the power to control her own life. When Mrs. Ayşe's younger son came to his mother after school, his happiness and satisfaction were also observed. When the child was asked: "How is his relationship with his mother", he stated with a smile that "it is fine". Mrs. Ayşe was asked to "*rate her current situation between 0-10 at the first meeting*", and the client shared the statement: "I was in a state of weariness at the first session, I was at 0 points, but as a result of these sessions, I gave my current situation 9 points".

During the "Termination" process, Mrs. Ayşe was asked: "What kind of changes have occurred in your issue from the moment you made the first appointment, and what did you do?" and it was stated that the sessions were terminated after

the client stated that she is “in good condition now”. Subsequently, she was informed that she could arrange an appointment and come to the session whenever needed. It was tried to create awareness (insight) by summarizing what Mrs. Ayşe told and occasionally by drawing attention to the times when there were no problems with open-ended questions. Thereupon, she came to the session twice at intervals when she needed it. In the “Tracing and Follow-up” process, it was observed that Mrs. Ayşe was in a good condition when she visited three times for follow-up visits at intervals of two months and three months. A year later, she was met again at a friend visit, and Mrs. Ayşe stated that she “gained some weight, started exercising and pays attention to her nutrition”. It was determined that her condition was good again.

Final Evaluation and Impression Notes According to the SFBT Approach

An SFBT was preferred, as individual sessions were continued with Mrs. Ayşe, the client in therapy. If Mrs. Ayşe had come to the session with her husband and children, it was envisaged to use Virginia Satir’s communication model. Since Mrs. Ayşe’s husband argued that the reason for not coming to the meeting was that “It’s your problem, I have no problem.” and this situation recurs in the mind of the client occasionally, the counsellor thought, “I wonder if I had not taken one of the spouses unilaterally?”. However, the transformation and positive developments in Mrs. Ayşe dissuaded the client from this thought. In SFBTs with Mrs. Ayşe, only the counselee was supported, and attention was paid to ensuring that the client was the director of her own life. It was always taken into account that it is important for the client to be here and now, rather than in her past life. At this stage, the task helped the client focus more on situations going well. The client’s past successes are brought to the agenda and the same feeling is felt again, thus contributing to the increase of self-confidence and belief and overcoming the problem more easily. Past achievements of the client were taken into consideration, so the same feeling is felt again, thus contributing to the increase of self-confidence and belief and overcoming the problem. In the first interviews, Mrs. Ayşe, the counselee whose self-confidence was shaken, who went through a difficult period in her marriage, and who was depressed, has progressed to the point of becoming a person, who is self-confident, knows what she wants, can make plans for the future to put her life in order, can control her own life and make her own choices. She has no complaints of depression, enjoys life, can spend quality time with her children and spouse, has a normal weight, is pleasant and well-groomed, and there is an observable change between her first and current situation.

A therapeutic relationship was established with Mrs. Ayşe, the client, with three principal elements that make up the philosophy of SFBT. Within the scope of these rules;

Do Not Interfere If It Is Not a Problem: The counsellor did not intervene because Mrs. Ayşe did not see the academic failure of the children as a problem.

Continue with the Solution that Works: During the sessions, Mrs. Ayşe was helped to reveal the circumstances, and durations, i.e. exceptions when the problems did not ensue, and she was given the opportunity to encounter suitable solutions and take action.

Don’t Insist on Solutions That Don’t Work, Try Different Solutions: Mrs. Ayşe’s differences were unceasingly taken into account, and the most creative and beneficial solutions were conceived for each difference. Recurrence of formerly tried and useless solutions were avoided. Upon Ms. Ayşe’s statement that her problems decreased during Ramadan, “exceptions” were found, and it was ensured that she comprehended various ways of solving problems by underscoring them.

Discussion and Conclusion

This study was conducted to determine whether interviewing only one family member with the SFBT method had a positive effect on the family, interviews were conducted with a married woman with three sons. Despite the social pressure on women and families in the region where Mrs. Ayşe lives, and the patriarchal family structure, the client’s strength was that she came to the interviews and did her homeworks on time. The client’s desire for a solution rather

than a problem played a role in the use of this method in the client. It was determined that SFBTs have a positive contribution to the family and the couple's relations as a result of the sessions. The conclusions that were obtained are supported by various findings from the literature. In a meta-analysis study analysing the conclusions of twenty-two studies, it was stated that the SFBT method has a positive effect on relationships in "family and relationship" behaviours (Kim, 2008). Moreover, in the study, the client tried to cope with the existing depression problem after the first session and took steps to reduce the depressive disorder with the aid of treatment, and it was observed in the last session that the client's depressive disorder decreased (Reddy et al., 2015). Baygül and Avcı (2016) determined that the marital compatibility scores of the couples who participated in the marriage program they developed based on the SFBT family counselling theory increased remarkably compared to the control group. Likewise, Zimmerman et al. (1997), Nelson and Kelley (2001), and Stewart (2011) reported in their family counselling studies with SFBT has positive effects on married individuals' marital rapport, relationship, and satisfaction. Within the scope of the study, it was determined that the miracle question asked in the first session also had a crucial effect on the concretization of the client's expectations and the structuring of the family's future. Based on the given answers, it was easier for the client to focus on potential solutions during the sessions and the process. Doğasal and Karakartal (2021) stated that the miracle question paves the way for the client to see the problems the client experience from a wider perspective and contributes to moving towards a solution.

With its theoretical structure and implementation techniques, SFBT offers substantial advantages to family counsellors and therapists in terms of being economical, practical, and time-saving (Arslan and Gümüşçağlayan, 2018: 500). In conclusion, the finding in the study that SFBT sessions, even if only one family member has a positive contribution to family relations, reveals that these therapies should be evaluated as a crucial preventive and therapeutic intervention for the solution of problems experienced in family and marital relations. In addition, our findings suggest that it would be appropriate and beneficial to use solution-focused therapies in psychological counselling in our country.

There are some restrictions on incorporating SFBT into practice. In this technique focusing on solutions rather than problems may cause the therapist to miss important information that can help them reach their clients, cause the client to think that they are not dealt with because the problem is not discussed, and fail to solve long-term basic social and environmental problems by focusing on specific individual and family problems. Besides, this study focused on a single case in a therapeutic area, and interviews were conducted with only one family member. Considering these restrictions, it is recommended to conduct qualitative and quantitative studies on different cases, in different therapeutic and non-therapeutic areas, and with different sample groups to obtain more determinations on the effectiveness of SFBT.

Limitations

There are some limitations to incorporating Solution Focused Brief Therapy into practice.

Solution-Focused Brief Therapy focuses on solutions to problems rather than the problems themselves may cause the therapist to miss valuable information that can help them reach clients (Walsh, 2010). Some clients may want to discuss their problems and believe they will benefit from it. Since the problem is not discussed, it may cause the counselor to think that they are not interested in the problem.

The Solution-Focused Brief Therapy approach generally focuses on individual and family solutions, which may prevent clients from reaching their goals. Solution Focused Brief Therapy has the capacity to provide clients with solutions to their problems; this may not always be possible for everyone (Teater, 2010). Solution Focused Brief Therapy is designed for use with individuals or families and in group settings and is intended to be a short-term approach that focuses on specific problems or challenges. It may not be suitable for clients who may benefit from longer-term treatment to resolve underlying issues.

Specifically, Solution-Focused Brief Therapy is effective in treating depression, anxiety, self-concept, and self-esteem, but less effective in depression. It treats hyperactivity, behavioral problems, or family and relationship problems (Kim, 2008, p.114). The application of SFBT to a depressed client makes the study different and important. It can contribute

to science by applying it to similar clients. However, there is a need for further research and studies on the positive effects of Solution Focused Brief Therapy on the family. However, there is a need for further research and studies on the positive effects of Solution Focused Brief Therapy on the family.

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Research Article

Social capital and its influence on the teachers psychological well being during the pandemic COVID-19

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Abstract

The teachers' psychological well-being is very important to note because it affects their performance. Various factors affect the teachers' psychological well-being, including one of them is the teachers' social capital. This study aims to determine the effect of social capital on teachers' psychological well-being. The research topic is based on the problem of finding problems where increasing social capital needs to be done not only to improve psychological well-being even in all aspects of human life, especially to get out of the crisis due to the COVID-19 pandemic. This study involved a subject of 250 teachers. This study uses quantitative research techniques with correlational descriptive methods. Data collection in this study used two kinds of instruments: the personal social capital 16 scale and the psychological well-being scale. Based on the results of the study, it was found that: (1) social capital has a significant influence on psychological well-being, and the direction of the relationship is positive, meaning that when the value of social capital on teachers (as subjects) increases, their psychological well-being also increases, (2) aspects of social capital in the form of bonding and bridging lead to different roles in the relationship that affect each aspect of psychological well-being, (3) each aspect of social capital in the form of bonding and bridging does not always have the same effect on each aspect of social capital. The implications of this research are teachers' social capital needs to improve teachers' psychological well-being.

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Introduction

During the pandemic, teachers are required to develop competencies related to mastery of literacy and science and technology (König, Jäger-Biela, & Glutsch, 2020), class management skills (Moorhouse, 2020), and communication (Kim, Oxley & Asbury, 2022) and social competencies (Sudrajat, 2020). Ligan et al., (2015) and Ozamiz-Etxebarria et al., (2021) found that teacher psychological well being are also related to their school work quality life. Research conducted by Azhar (2019) resulted in data that psychological well-being contributes to teacher competence by 23.0%. Hence, teachers with a high level of psychological well-being also have high competence. Research shows that the psychological well-being of early childhood teachers influences the climate of parenting and learning in the classroom in parenting and early education, and child development (Jeon, 2017). This research also reveals that teachers' self-efficacy

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levels and work environment generally relate to their psychological well-being above and beyond their personal and professional background (Jeon, 2017). It strengthened by Cansoy et al., (2020) and Xiyun et al., (2022) that was found the strong relationship between teachers' self-efficacy and psychological wellbeing, and self-efficacy as predictor of their psychological well-being.

In addition, the community's demand for teacher competence in conducting online learning is increasing. The Indonesian Child Protection Commission (KPAI) stated that online learning at home was ineffective because many students had the wrong concept of online learning by giving them many tasks. (Setiawan, 2020). The results of research evidence this statement by Makbul et al. (2021); it is known that students have problems in understanding the learning material because there is no further explanation from the teacher, with a percentage of 47.3% then 22.1% of students experiencing quota constraints, 7.6% do not have cellphones, 17.6% are too busy. Many tasks and 5.5% no textbooks at home. This can lead to a lack of public trust in teacher learning. If there is no trust, there will be no social network. Whereas social networks (networks), norms and values (norm and value), and trust (trust) are sources of social capital.

Social capital is defined as the number of resources individuals acquire based on a durable network of interpersonal relationships (Bourdieu and Wacquant, 1992). When the sources of psychological capital are lacking, the relationship between individuals does not work well or even does not last long. At the same time, social capital is needed in every aspect of human life. Various studies show that psychological well-being is strongly influenced by social support, which is one source of social capital. In addition, social capital is needed to increase economic and human development through cooperation with various parties. The collaboration will create accelerated growth in all fields. Therefore, raising social capital needs to be done not only to improve psychological well-being but also in all aspects of human life, especially to get out of the crisis due to the COVID-19 pandemic.

Increasing social capital should be carried out by all levels of society, both individuals, government agencies/institutions, as well as the community and schools. Schools as a source of knowledge are expected to be able to help optimize human development from the COVID-19 crisis. An essential factor in this development effort is the teacher. Teachers have a role in assisting the students in developing optimally. Besides that, good communication between teachers and parents can build sustainable collaboration between the school and the community. Teachers need social capital to involve various parties in human development efforts during the crisis.

Increasing social capital can be done in several ways, namely open communication (open communication channels), collaboration between fields (cross-functional work teams), and work-life balance programs (Luthan, 2004). Open communication, a partnership between areas, and work-life balance programs can be done through psychoeducation and training. Through these three things, it is hoped that the source of social capital for teachers is fulfilled and increased so that later it will have an impact on the development of a more resilient and prosperous society.

Problem of Study

The purpose of this research is to examine the influence of social capital to psychological well-being of teacher according to different demographic variables during the Covid 19 pandemic. The main problem of the research is how the social capital influence the psychological well-being levels of teacher during the Covid 19 pandemic?

Method

Research Model

This study uses a regression analysis research design that examines how much influence the social capital variable has on the psychological well-being variable.

Participant

The population in this study were teachers in Indonesia. The sample of this study used 250 subjects with the characteristics of elementary school teachers or equivalent to high school or equivalent. Sampling was done by non-probability sampling with accidental sampling technique.

The subjects of this study amounted to 250 teachers of the male gender, 55 people or 21.9% of the total data and 195 female teachers or 77.7% of the entire data. The educational background of teachers is 199 undergraduate students, with an average length of teaching period of 16.13 months. Data collection in this study used two kinds of instruments, namely the personal social capital 16 scale and the psychological well-being scale.

Table 1. Demographic data

Gender	f	%
Male	55	21.9
Female	195	77.7
Total	250	100

Data Collection Tools

The data of this research used the used try out test. The variables studied were social capital as the dependent variable and psychological well-being as the independent variable. The instruments used are Personal Social Capital 16 Scale (Wang et al., 2013) and Psychological Well-being Scale (Ryff & Keyes, 1995).

Personal Social Capital 16 Scale (PCS-16)

Personal Social Capital 16 Scale (Wang, et al., 2013) was adapted before we used. This scale consist 16 item based on 2 dimension which are arranged to measure social capital, i.e., bonding and bridging dimension. The reliability coefficient of PSC-16 IS 0.920.

Psychological Well-being Scale

Psychological Well-being Scale (Ryff & Keyes, 1995) was adapted on Indonesian. This scale consist 18 item based on 6 dimension which are arranged to measure psychological capital, i.e., autonomy, environmental mastery, purpose in life, positive relationships, personal growth, and self-acceptance.

Data Analysis

The data obtained were analyzed using is regression analysis. Before performing regression analysis, the data will go through normality and homogeneity tests. Based on the results of the normality test for the distribution of data, it was found that the significant value was 0.000, with a significant level of $p < 0.0001$, so it can be said that the data had a normal distribution. Based on the results of the homogeneity test, it was found that the significance value of the social capital variable was 0.142 and the psychological welfare variable was 0.370. With a significant level of $p > 0.05$, it can be said that the two variables (social capital and psychological well-being) have homogeneous data.

Results

The regression analysis results showed an F score of 77.589 with a significance level of 0.000. The rule used is $p < 0.01$; based on this rule, it indicates a very significant positive effect between social capital on the psychological well-being of teachers. The results of the regression analysis can be seen in table 2. Through table 2, it is known that the R square value of 0.238 means that the results of the regression indicate that social capital has an effect of 23.8% of the variation in contribution ($R^2 = .238$, $F(1,249) = 77,589$, $p < .001$).

Table 2. Results of Social Capital Regression Analysis on PWB

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Changes	df1	df2	Sig. F Change
0.487	0.238	0.235	8.012	0.238	77.589	1	249	0.000

Table 3 shows that the value of $B = 0.344$, $t(249) = 27.9$, and the significance of $p < .001$ means that social capital significantly predicts PWB. The regression equation $Y = 58.269 + 0.344x$ was obtained based on the regression analysis results. This equation explains that the value of 58.269 states that if the social capital variable (X) does not change, the

PWB (Y) value is 58.269. The value of the coefficient of social capital is 0.344, indicating a positive direction, meaning that social capital has a direct relationship with psychological well-being. When the value of the coefficient of social capital increases by 1 unit, the value of psychological well-being will increase by 0.344. Likewise, when the value of the coefficient of social capital decreases by 1 unit, the value of psychological well-being will decrease by 0.344.

Table 3. Social Capital Coefficients on PWB

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinierity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	58.269	2.089		27.898	0.000		
Total Social Capital	0.344	0.039	0.487	8.808	0.000	1.000	1.000

Table 4 shows that both aspects of social capital (bonding and bridging) enormously contribute to the psychological welfare of 30.5%. .001). The coefficient value of Bonding (X1) is -0.090, indicating that bonding negatively affects psychological well-being. When the value of the bonding coefficient increases by 1 unit, the buy of psychological well-being will decrease by 0.090; conversely, when the value of the bonding coefficient decreases by 1 unit, the value of psychological well-being will increase by 0.090. The coefficient value of bridging (X2) is 0.644, indicating a positive direction, meaning that bridging has a direct relationship with psychological well-being. When the value of the bridging coefficient increases by 1 unit, the value of psychological well-being will increase by 0.644. Likewise, when the value of the bridging coefficient decreases by 1 unit, the value of psychological well-being will decrease by 0.644.

Table 4. Multiple regression results of Bonding and Bridging towards PWB

Model	F	df1	df2	R Square	Sig.	B	
						Bonding	Bridging
Bonding and Bridging towards PWB	54,302	2	248	0,305	0,000	-0,090	0,644
Bonding and Bridging towards SA	0,754	2	248	0,006	0,472	0,032	-0,001
Bonding and Bridging towards Positive Relationship	11,305	2	248	0,084	0,000	0,005	0,086
Bonding dan Bridging terhadap Purpose of Life	18,788	2	248	0,132	0,000	0,135	0,033
Bonding and Bridging towards Environment Mastery	8,599	2	248	0,065	0,000	-0,022	0,088
Bonding and Bridging towards Personal Growth	31,770	2	248	0,204	0,000	0,019	0,151
Bonding and Bridging towards Autonomy	43,144	2	248	0,258	0,000	-0,259	0,288

The results of the multiple regressions of the two aspects of social capital (bonding and bridging) on each element of PWB are shown in table 4. These results indicate that the two aspects of social capital (bonding and bridging) have an 0% effect on self-acceptance ($R^2 = 0.006$, $F(2, 248) = 0.75$, $p = 0.47$), which means that it is insignificant so that the two aspects of social capital (bonding and bridging) do not affect self-acceptance. The coefficient value of Bonding (X1) is -0.032, indicating that bonding has a negative relationship with self-acceptance. When the value of the bonding coefficient increases by 1 unit, the importance of self-acceptance will decrease by 0.032; conversely, when the value of the bonding coefficient decreases by 1 unit, the value of psychological well-being will increase by 0.032. The coefficient

value of bridging (X2) is 0.024, indicating a positive direction between bridging and self-acceptance. When the bridging coefficient value increases by 1 unit, the self-acceptance value will increase by 0.024. Likewise, when the bridging coefficient value decreases by 1 unit, the self-acceptance value will decrease by 0.024.

The results of the regression show that both aspects of social capital (bonding and bridging) have an effect of 8.4% of the variation in the contribution to the positive relationship ($R^2 = 0.084$, $F(2, 248) = 11.305$, $p < 0.001$) significantly so that both aspects of social capital (bonding and bridging) has a positive effect on the positive aspects of the relationship. The coefficient value of Bonding (X1) is -0.005, indicating that bonding has a negative connection with a positive relationship. When the bonding coefficient value increases by 1 unit, then the value of a positive relationship will decrease by 0.005. Conversely, when the value of the bonding coefficient decreases by 1 unit, the value of a positive relationship will increase by 0.005. The coefficient value of bridging (X2) is 0.086, indicating a positive direction, meaning bridging significantly has a unidirectional relationship with the positive aspect of the relationship. When the bridging coefficient value is n increases by 1 unit, the value of psychological well-being will increase by 0.086. Likewise, when the value of the bridging coefficient decreases by 1 unit, the psychological welfare value will decrease by 0.086.

The results of the regression showed that both aspects of social capital (bonding and bridging) had an effect of 13.2% on the variation of contribution to purpose in life ($R^2 = 0.132$, $F(2, 248) = 18.788$, $p < 0.001$) significantly. The coefficient value of bonding (X1) is 0.135, indicating a positive direction, meaning that bonding has a unidirectional relationship with purpose in life. When the value of the bonding coefficient increases by 1 unit, the value of purpose in life will increase by 0.135. Likewise, when the value of the bonding coefficient decreases by 1 unit, the value of the intention of life will decrease by 0.135. The coefficient value of bridging (X2) is 0.033, indicating a positive direction, meaning that bridging has a unidirectional relationship with purpose in life. When the bridging coefficient value increases by 1 unit, the goal in life value will increase by 0.033. Likewise, when the bridging coefficient value decreases by 1 unit, the purpose in life value will decrease by 0.033.

The results of the regression show that both aspects of social capital (bonding and bridging) have an effect of 6.5% of the variation in contribution to environment mastery ($R^2 = 0.065$, $F(2, 248) = 8.599$, $p < 0.001$) significantly. The coefficient value of Bonding (X1) is -0.022, indicating that bonding negatively impacts environment mastery. When the bonding coefficient value increases by 1 unit, the environmental mastery value will decrease by 0.022. Conversely, when the bonding coefficient value decreases by 1 unit, the environmental mastery value will increase by 0.022. The coefficient value of bridging (X2) is 0.088, indicating a positive direction, meaning that bridging has a unidirectional relationship with environment mastery. When the bridging coefficient value increases by 1 unit, the environmental value will increase by 0.088. Likewise, when the bridging coefficient value decreases by 1 unit, the environmental mastery value will decrease by 0.088.

The results of the regression showed that both aspects of social capital (bonding and bridging) had an effect of 20.4% on personal growth ($R^2 = 0.204$, $F(2, 248) = 31.770$, $p < 0.001$) significantly. The coefficient value of bonding (X1) is 0.019, indicating a positive direction, meaning that bonding has a unidirectional relationship with personal growth. When the value of the bonding coefficient increases by 1 unit, the value of psychological well-being will increase by 0.019. Likewise, when the bonding coefficient value decreases by 1 unit, the value of personal growth will decrease by 0.019. The coefficient value of bridging (X2) is 0.151, indicating a positive direction, meaning that bridging significantly has a unidirectional relationship with personal growth. When the value of the bridging coefficient increases by 1 unit, the value of psychological well-being will increase by 0.151. Likewise, when the value of the bridging coefficient decreases by 1 unit, the value of personal growth will decrease by 0.151.

The results of the regression showed that both aspects of social capital (bonding and bridging) were 25.8% towards autonomy ($R^2 = 0.258$, $F(2, 248) = 43.144$, $p < 0.001$) significantly. The coefficient value of Bonding (X1) is -0.259, indicating that bonding has a negative relationship with autonomy. When the bonding coefficient value increases by 1 unit, the autonomy value will decrease by 0.259. Conversely, when the bonding coefficient value decreases by 1 unit, the autonomy value will increase by 0.259. The coefficient value of bridging (X2) is 0.288, indicating a positive direction,

meaning that bridging has a unidirectional relationship with autonomy. When the bridging coefficient value increases by 1 unit, the autonomy value will increase by 0.288. Likewise, when the bridging coefficient value decreases by 1 unit, the autonomy value will decrease by 0.288.

The results of the multiple regressions of the two aspects of social capital (bonding and bridging) on each element of PWB are shown in table 4. These results indicate that the two aspects of social capital (bonding and bridging) have an 0% effect on self-acceptance ($R^2 = 0.006$, $F(2, 248) = 0.75$, $p = 0.47$), which means that it is insignificant so that the two aspects of social capital (bonding and bridging) do not affect self-acceptance. The coefficient value of Bonding (X1) is -0.032, indicating that bonding has a negative relationship with self-acceptance. When the value of the bonding coefficient increases by 1 unit, the importance of self-acceptance will decrease by 0.032; conversely, when the value of the bonding coefficient decreases by 1 unit, the value of psychological well-being will increase by 0.032. The coefficient value of bridging (X2) is 0.024, indicating a positive direction between bridging and self-acceptance. When the bridging coefficient value increases by 1 unit, the self-acceptance value will increase by 0.024. Likewise, when the bridging coefficient value decreases by 1 unit, the self-acceptance value will decrease by 0.024.

The results of the regression show that both aspects of social capital (bonding and bridging) have an effect of 8.4% of the variation in the contribution to the positive relationship ($R^2 = 0.084$, $F(2, 248) = 11.305$, $p < 0.001$) significantly so that both aspects of social capital (bonding and bridging) has a positive effect on the positive aspects of the relationship. The coefficient value of Bonding (X1) is -0.005, indicating that bonding has a negative connection with a positive relationship. When the bonding coefficient value increases by 1 unit, then the value of a positive relationship will decrease by 0.005. Conversely, when the value of the bonding coefficient decreases by 1 unit, the value of a positive relationship will increase by 0.005. The coefficient value of bridging (X2) is 0.086, indicating a positive direction, meaning bridging significantly has a unidirectional relationship with the positive aspect of the relationship. When the bridging coefficient value increases by 1 unit, the value of psychological well-being will increase by 0.086. Likewise, when the value of the bridging coefficient decreases by 1 unit, the psychological welfare value will decrease by 0.086.

The results of the regression showed that both aspects of social capital (bonding and bridging) had an effect of 13.2% on the variation of contribution to purpose in life ($R^2 = 0.132$, $F(2, 248) = 18.788$, $p < 0.001$) significantly. The coefficient value of bonding (X1) is 0.135, indicating a positive direction, meaning that bonding has a unidirectional relationship with purpose in life. When the value of the bonding coefficient increases by 1 unit, the value of purpose in life will increase by 0.135. Likewise, when the value of the bonding coefficient decreases by 1 unit, the value of the intention of life will decrease by 0.135. The coefficient value of bridging (X2) is 0.033, indicating a positive direction, meaning that bridging has a unidirectional relationship with purpose in life. When the bridging coefficient value increases by 1 unit, the goal in life value will increase by 0.033. Likewise, when the bridging coefficient value decreases by 1 unit, the purpose in life value will decrease by 0.033.

The results of the regression show that both aspects of social capital (bonding and bridging) have an effect of 6.5% of the variation in contribution to environment mastery ($R^2 = 0.065$, $F(2, 248) = 8.599$, $p < 0.001$) significantly. The coefficient value of Bonding (X1) is -0.022, indicating that bonding negatively impacts environment mastery. When the bonding coefficient value increases by 1 unit, the environmental mastery value will decrease by 0.022. Conversely, when the bonding coefficient value decreases by 1 unit, the environmental mastery value will increase by 0.022. The coefficient value of bridging (X2) is 0.088, indicating a positive direction, meaning that bridging has a unidirectional relationship with environment mastery. When the bridging coefficient value increases by 1 unit, the environmental value will increase by 0.088. Likewise, when the bridging coefficient value decreases by 1 unit, the environmental mastery value will decrease by 0.088.

Discussion

The study's results prove that there is a significant effect of social capital on psychological well-being, especially in the subject of this study, namely the teacher. In line with this study, in their research on social capital and social welfare in

Japanese immigrants, Gong et al. (2021) stated that social capital affects psychological well-being in a positive and significant way (Gong et al., 2021). Social capital positively influences psychological well-being, meaning that when a person has increased social capital, his psychological well-being will also increase. Conversely, their psychological well-being will also decrease when their social capital decreases. In another study on the effect of social capital on health and well-being, it was stated that in the world of education, social capital could have an influence on the physical and psychological aspects of students, especially in the field of health and psychological well-being (Yamaguchi, 2013). In general, the relationship between the two shows a structural difference which means that a person takes a role in social relations with people around him and cognitive differences in social capital, which means that there is mutual trust that provides mutual benefits through norms, behaviour, and values adopted in a society (Gilbert, 2003). et al., 2013).

The findings from the calculation of each aspect of each variable indicate that the bonding and bridging aspects have a significant influence on psychological well-being, which means that social capital, in general affects the psychological well-being of teachers (Veronese et al., 2018). The bonding aspect does not have a significant effect on psychological well-being. In contrast, the bridging element influences psychological well-being with a positive relationship direction, meaning that when a person has increased social capital in the bridging aspect, his psychological well-being will increase and vice versa; when his social capital decreases, his welfare will increase. Psychologically will also decline in line with research conducted by Nieminen et al. (2010) that the bonding aspect is statistically insignificant in relationship to psychological well-being with the cause of the limited bonding aspect only when experiencing stress. Meanwhile, the bridging aspect positively influences psychological well-being with social participation and influences the group.

In the aspect of psychological well-being in the form of self-acceptance, the two aspects of social capital, namely bonding and bridging, have no significant effect. That is, the two aspects of social capital (bonding and bridging) do not have any influence on the element of self-acceptance. Constant, Sproull & Kiesler's (1996) research suggests that the relationship between aspects of self-acceptance in psychological well-being does not have a significant relationship; according to him, this needs further study. Significant and have a positive relationship. However, for the social capital aspect variable in the form of bonding, the results obtained are negative and insignificant. In contrast, the social capital aspect variable in the form of bridging has a positive and significant relationship. That is, the aspect of social capital in the form of bridging has a considerable influence on the positive relationship. When a person has increased bridging, the positive association will also increase. Pang (2018) mentions that diverse and intense interactions in everyday life can improve a person's psychological well-being.

In the aspect of psychological well-being in the form of life goals, both aspects of social capital, namely bonding and bridging, have a significant influence and positive relationship. However, only bonding significantly affects life goals, while bridging does not show effective results. When a person (teacher) has an increased bond, his life goals will also increase. Ellison et al. (2014) explain that a person can be motivated, which affects one's goals and expectations in life, bonding to the people around one can observe and see someone as inspiration in finding or determining life goals.

In the aspect of psychological well-being in the form of the environment, both parts of social capital, namely bonding and bridging, have a significant influence and negative relationship. In the social capital aspect variable in the form of bonding, the results obtained are negative and significant. In contrast, the social capital aspect variable in the form of bridging has a positive but insignificant relationship. When a person has an increased bonding, then aspects of psychosocial well-being in the environment will decrease.

In the aspect of psychological well-being in the form of personal growth, both parts of social capital, namely bonding and bridging, have a significant influence and positive relationship. The aspect of social capital in the form of bonding does not have a significant effect. A person's personal growth (especially in this study is the teacher) is influenced by bridging, where when bridging increases, the personal growth of a person will also increase. According to Yamaguchi (2013), social capital provides person access to interpersonal and community development relationships that help a person to develop emotionally and socially through norms, networks, and social trust that provide mutual benefits. In the aspect of psychological well-being in the form of autonomy, only the bridging element has a significant influence.

The relationship between bridging and autonomy is positive, which means that when a teacher has increased bridging, the autonomy aspect of his psychological well-being will also increase. A person's autonomy in making their own choices independently in everyday life in personal and interpersonal relationships around them determines social capital that positively affects the level of psychological well-being (Yamaguci, 2013).

The research results above align with the research by Gong et al. (2021). In this study, it was found that, in general, social capital has a positive and significant effect on psychological well-being, with details of bonding and bridging aspects, each having a different effect on psychological well-being. In some cases, only bonding can affect psychological well-being by directly increasing psychological well-being. Meanwhile, in other cases, bridging can also improve psychological well-being in the presence of other factors (Gong et al., 2021). Another study by Neiminen (2010) about the relationship between social capital, health, and psychological well-being, found that aspects of bonding and bridging can be in the form of mutual trust, reciprocity, social networks, and participation in social life have a positive influence on health and psychological well-being. The results of the regression showed that both aspects of social capital (bonding and bridging) were 25.8% towards autonomy ($R^2 = 0.258$, $F(2, 248) = 43.144$, $p < 0.001$) significantly. The coefficient value of Bonding (X1) is -0.259, indicating that bonding has a negative relationship with autonomy. When the bonding coefficient value increases by 1 unit, the autonomy value will decrease by 0.259.

Conversely, when the bonding coefficient value decreases by 1 unit, the autonomy value will increase by 0.259. The coefficient value of bridging (X2) is 0.288, indicating a positive direction, meaning that bridging has a unidirectional relationship with autonomy. When the bridging coefficient value increases by 1 unit, the autonomy value will increase by 0.288. Likewise, when the bridging coefficient value decreases by 1 unit, the autonomy value will decrease by 0.288.

Conclusion

The results of the analysis of this study indicate that: (1) There is a significant effect of social capital on the psychological well-being of teachers, (2) Aspects of social capital in the form of bonding and bridging have different effects on each aspect of psychological well-being with details as follows: following; bridging has an influence with a positive relationship direction on psychological well-being, both bonding and bridging do not have an influence on aspects of psychological well-being in the form of self-acceptance, bridging has a significant influence and the direction of a positive relationship on aspects of psychological well-being in the form of a positive relationship, bonding has a significant influence with direction positive relationship to aspects of psychological well-being in the form of life goals, bonding has a significant influence with the direction of a negative relationship to aspects of psychological well-being in the form of the environment, bridging has a significant influence and the direction of positive relationships to aspects of psychological well-being in the form of personal growth, bridging has a significant influence and direction positive relationship to aspects of psychological well-being in the form of autonomy.

Recommendations

Recommendations for Applicants

After the research, the following suggestions can be made for people working in the field of psychology;

- It may be recommended to approach the psychological diagnosis and therapy processes by taking into account the different effects of different groups after the pandemic and after the pandemic.
- Considering the impact levels of students at different education levels in the transition to normal life after the pandemic, seminars, training and therapies that provide guidance and treatment can be applied.
- Being aware of the psychological wellbeing states that indicate that single and lonely people are affected by the pandemic, it can be recommended to offer psychological help.
- Therapies that include measures to increase awareness of post-pandemic psychological well-being states and to have more psychological resilience in similar situations that may occur after the pandemic can be offered to people who have a psychological disorder and have previously received psychiatric support.

Recommendations for Further Research

After the research, the following suggestions can be presented to the researchers;

- Our research was conducted in a similar city in Indonesia, and it can be investigated whether there is a differentiation in different socio-economic level provinces.
- The research is quantitative in nature and focused on social capital and psychological well-being. However, a detailed research on the sub-dimensions of social capital and psychological well-being can be defeated both qualitatively and quantitatively. For quantitative studies, it can be recommended to do at least over 500 people for different variables.
- The concepts of social capital and psychological well-being, which are the most relevant psychological structures during the Covid 19 pandemic period, were examined. The sub-dimensions of these concepts can be examined in depth with qualitative research.
- Studies can be conducted on social capital and psychological well-being levels and the effect of the pandemic in these periods when the pandemic process begins to end and after the pandemic.
- Considering that the pandemic is caused by many factors such as unemployment, loneliness, the thought of not being able to marry, interruption or the end of one's career, in addition to its direct and indirect impact on health, it is possible to research the anxiety and stress-increasing situations that will replace the pandemic after the pandemic with these variables.

Limitations of Study

The limitation of the problem in this research is seeing influence social capital to psychological well-being based general level, not looking at each dimension.

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Research Article

The correlation between self-efficacy and academic dishonesty among the students

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Abstract

Academic dishonesty often occurs in the academic world. Self-efficacy is one of the variables that affect academic dishonesty. The purpose of this study is to ascertain whether academic dishonesty among students attending Islamic high schools is correlated with self-efficacy. The method applied in this research is correlational. The subjects of this research consist of 265 students. The research instrument applies Academic Dishonesty Scale and the Academic Self-Efficacy Scale. The data analysis technique uses the spearman rank correlation technique. According to the study's findings, there is a substantial inverse relationship between students at Islamic high schools' self-efficacy and academic dishonesty ($r = -0.451$; $p 0.05$). This study suggests that in order to decrease academic dishonesty, teachers should boost their students' self-efficacy.

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Introduction

Education aims to facilitate the transfer of knowledge, values, beliefs, and character building. The education process is expected to give birth to individuals who have knowledge and competence in specific fields and levels, and are also likely to be able to solve existing problems and consistently continue the learning process throughout their lifetime. According to Indonesia's Law Guide Book UU No. 20 of 2003, education is intentional creation of a learning environment and a learning process that all students can actively cultivate their potential for spiritual and religious strength, self-control, personality, intelligence, moral character, and the knowledge and abilities necessary for themselves, their communities, their countries, and their states.,

In modern times like today, individuals are required to do something with maximum results and also go in line with the fast pace of today's business. To do something with complete results and done it quickly, people may commit various frauds in multiple aspects of life, including education. Various cons in the field of education in Indonesia can be seen in many cases where students do not have good morals, such as in the practices of cheating, plagiarism, and various other forms of academic cheating. Academic fraud will harm the individual who commits it, and individuals can consistently carry the cheating habit into a lifestyle.

Academic dishonesty can be interpreted as intentional fraud, where individuals claim to be working without the original owner's permission (plagiarism), use invalid data (cheating), falsify data (fabrication), harm and facilitate others in committing academic fraud (reducing), Along with providing or receiving help, and profiting from others' labors

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(Gehring & Pavela, 1994 in Meng, Othman, D'Silva, & Omar, 2014). Academic fraud is all behaviors related to the student learning process that violates the principles of fairness and honesty, intending to get high scores or obtain certain credits (Lin & Wen, 2006).

Abushafia, Roslan, Yusof & Nor (2018) explained that academic cheating behavior is the most destructive behavior in Malaysia today. In his research, it was found that there were 95.7% of students committed plagiarism, and 96% of students committed plagiarism. They were dealing with the operation of completing individual assignments, 93% cheating on exams, 92% falsifying data, and 90% acknowledging other people's results as a result.

There are many things related to academic cheating committed by someone, such as group influence, feelings of inadequacy in facing exams, inability to manage time, situations that allow cheating, and not knowing the consequences of their actions (Whitley & Keith-Spiegel, 2002). Another thing that also affects academic cheating is self-efficacy. Academic dishonesty and self-efficacy are compatible ideas, according to Ozmercan (2015). The desire for excellent marks with a low degree of self-efficacy, where people believe that they cannot acquire good grades without cheating, is one of the main causes of academic fraud. In contrast, individuals with high levels of self-efficacy have no intention of cheating. Anderman & Murdock (2007) also mention that students are more likely to cheat when they feel that their self-efficacy is low due to several things, such as fear of failure, anxiety in facing an exam, and doubts about their performance.

The cheating factors described by Aulia (2016) in her research are that cheating behavior in academics is influenced by aspects of self-control, self-efficacy, academic achievement, the punishment given, peer influence, and level of material difficulty. It's found that self-efficacy is significantly correlated to academic cheating. The level of self-efficacy a person has affects how little fraud they engage in.

According to Alwisol (2005), self-efficacy is the belief that one can handle a particular situation successfully. The belief that one can perform the anticipated action is related to self-efficacy. Bandura (1997) said that, self-efficacy is a conviction in the ability of the individual to determine and carry out the various steps needed to produce achievement. Self-efficacy, according to Baron (Kusrieni, 2014), is an assessment of a person's aptitude for carrying out a task, achieving goals, and overcoming challenges.

Based on the theoretical study and the phenomena above, the researcher is interested in getting empirical evidence about the correlation between self-efficacy and academic cheating among the students of Islamic high school.

Problem of Study

The objective of this study is to examine the correlation of self-efficacy and academic dishonesty among students of Islamic high schools. The main problem of research is how the self-efficacy correlate with academic dishonesty levels among students of Islamic high school?

Method

Research Model

Correlational research is the methodology employed in this study. Correlational research aims to analyze whether there is a correlation between two or more variables and how close those variables are if there is a correlation. Academic dishonesty is the dependent variable in this research, whereas self-efficacy is the independent variable.

Participants

The population in this study is all students of Islamic high school at Pamekasan town, Indonesia. There were 13 classes with a total of 265 students and all used as samples.

Data Collection Tools

The instrument used by researchers in collecting data is the Academic Dishonesty Scale (ADS) and the Academic Self-Efficacy Scale.

Academic Dishonesty Scale (ADS)

ADS, which was adapted from (Bashir and Bala, 2018), consists of 23 items based on six dimensions which are arranged to measure academic dishonesty, i.e., cheating, plagiarism, other persons' assistance, prior experience of cheating, falsification and lying about academic assignments. The reliability coefficient of ADS is 0.949.

Academic Self-Efficacy Scale (ASS)

ASS adapted from Gafoor and Ashraf (2006) scale has 40 items based on Albert Bandura's theory of self-efficacy (1997). The reliability coefficient of Academic Self-Efficacy Scale is 0.909.

Data Analysis

The two scales of this study uses a likert scale with answer choices following the assessment of the instructions from the original scale, namely very unsuitable with a score of favorable 1 and unfavorable 4, not appropriate with a score of favorable 2 and unfavorable 3, appropriate with a score of favorable 3 and unfavorable 2 and very suitable with a score of favorable 4 and unfavorable 1. Respondents were asked to choose one of the answers that best suited the circumstances or conditions experienced by those subjects.

Results

Table 1. Descriptive Statistics Information

	N	Minimum	Maximum	Mean	S.D.
Academic Dishonesty	265	23	92	46,60	12,926
Academic Self-Efficacy	265	77	148	112,32	13,176

Table 1 reveals that the standard deviation score of academic dishonesty is 12,926, which is smaller than the mean score of 46.60. Likewise, the standard deviation score of academic self-efficacy is 13,176, smaller than the mean score of 112,32. This shows that the academic dishonesty and academic self-efficacy data are less varied, closer to the mean score, and homogeneous.

Table 2. Academic Dishonesty Category

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	42	15,8	15,8	15,8
Medium	187	70,6	70,6	86,4
High	36	13,6	13,6	100,0
Total	265	100,0	100,0	

Table 2 reveals that 15.8% of students have academic dishonesty in the low category, 70.6% of students have academic dishonesty in the moderate category and 13.6% of students have academic dishonesty in the high category. This shows that most students (70.6%) have academic dishonesty in the moderate category.

Table 3. Academic Self-Efficacy Category

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	43	16,2	16,2	16,2
Medium	177	66,8	66,8	83,0
High	45	17,0	17,0	100,0
Total	265	100,0	100,0	

Table 3 shows that there are 16.2% of students having academic self-efficacy in the low category, 66.8% of students having academic self-efficacy in the moderate category and 17% of students having academic self-efficacy in the high category. This shows that most students (66.8%) have academic self-efficacy in the moderate category.

Table 4. The Normality Test of Data

Scales	Kolmogorov-Smirnova			
	Statistic	df	Sig.	Description
Academic Dishonesty	,110	265	,000	Not Normal
Academic Self-Efficacy	,051	265	,090	Normal

According to the findings in Table 4, academic dishonesty data have a non-normal distribution ($p = 0.000 < 0.05$) while self-efficacy data have a normal distribution ($p = 0.090 > 0.05$).

Table 5. Linearity Test for Data

		Sum of Squares	df	Mean Square	F	Sig.	Description
Academic Dishonesty*	Deviation from Linearity	9447,976	58	162,896	1,318	,084	Linear

According to the findings in Table 5, there is a linear link between academic dishonesty and academic self-efficacy ($p = 0.084 > 0.05$).

Table 6. Spearman Rank Correlation Test for High School Students' Academic Dishonesties between Academic Self-Efficacies

Variable	Academic Self-Efficacy	Sig. (2-tailed)	N
Academic Dishonesty	-,451	,000	265

Because the data academic dishonesty is not normally distributed (see table 4), then the hypothesis test is done with Spearman Rank correlation test technique, which tests hypotheses based on ranking or tiers. While the correlation coefficient result is -0.451 and has a significance level of $p = 0.000$. The implication is that there is a considerable inverse relationship between self-efficacy and academic dishonesty among students attending Islamic high schools. The correlation that occurs is negative, that means is if the level of student self-efficacy is high, the level of academic dishonesty in the students is low, and vice versa. If students' self-efficacy level is low, the level of academic dishonesty in students will be high. At the same time, the level of strength of the correlation between self-efficacy and academic dishonesty among the students of Islamic high school is medium.

Discussion and Conclusions

Academic dishonesty is an act that is not commendable and has a negative impact on students. Academic dishonesty is considered as a way or attempt to use tools or materials that are not permitted while completing academic tasks. Academic dishonesty is all behavior related to the student learning process that violates the principles of fairness and honesty, with the aim of getting high scores or obtaining certain credits (Lin & Wen, 2006).

There are many things related to academic dishonesty, such as group influence, feelings of inadequacy in facing exams, inability to manage time, the existence of situations that allow cheating, and not knowing the consequences of their actions (Whitley & Keith-Spiegel, 2002). Another thing that also affects academic dishonesty is self-efficacy. According to Ozmercan (2015) academic dishonesty and self-efficacy are complementary concepts. Self-efficacy is a belief in every individual. Self-efficacy acts as a belief in the individual in making a choice and making decisions. Individuals with strong self-efficacy can easily make choices and make decisions, to run the future.

According to the study's findings, academic dishonesty and academic self-efficacy have a very strong negative association. This study strengthens the research of Marsden et al. (2005) which states that belief in self-ability supported by low levels of dishonest academic behavior, namely academic procrastination, is the main reason why students stop plagiarizing to finish their assignments. In contrast, low academic self-efficacy leads to increased procrastination, which makes students more likely to give up easily, worry, and steer clear of situations that they perceive as threatening, such as when they must complete academic assignments. These circumstances have an impact on the behavior displayed, including engaging in different types of academic fraud.

Elias (2009) asserts that there is a negative correlation between students' beliefs of their own efficacy and academic dishonesty. Students are more inclined to regard cheating as unethical if they have faith in their academic prowess. These

kids have faith that they can successfully complete academic assignments, including writing papers, and taking examinations, even difficult ones, without resorting to cheating.

The findings of Finn & Frone's (2004) study demonstrate that cheating is more likely to happen among low-achievers and high-achievers with low levels of academic self-efficacy. Academic cheating is more likely to occur among students who feel underachieving in school, perform poorly, and feel detached from learning. Additionally, he contends that encouraging low performers to succeed, rewarding them for their efforts and accomplishments, and strengthening the emotional connection between students and the school may all be crucial steps in boosting academic honesty.

According to Rocher's (2018) research, it helps to build treatments on student plagiarism by boosting students' self-efficacy and capacity for active learning while they are studying. An rise in attitudes against plagiarism is correlated with an overall increase in learning desire. To be more precise, this effect was primarily fueled by higher levels of self-efficacy, active learning techniques, and learning ideals, all of which were strongly correlated with less positive views toward plagiarism. Although attention management was directly related to improved self-efficacy and active learning techniques, it was not correlated with attitudes against plagiarism.

Self-efficacy is required to mitigate the effect of perceived prevention on plagiarism intentions, according to Ogilvie & Stewart's (2010) research. These findings demonstrate the value of combining individual and contextual viewpoints for analyzing student misbehavior. According to this study, students who have poor academic self-efficacy are more likely to have a history of plagiarism, which may have an impact on how they perceive their own academic self-efficacy. It's possible that students who regularly plagiarize without feeling guilty are more likely to do so again in the future as a way to get around perceived inefficiency and accomplish their goals.

Self-efficacy also has an important role because it can make students think about how big the risk is in acting in accordance with what is regulated in the norm. If students are faced with difficult work (levels) and with varied tasks (generality), a pattern of thought action will be formed that will involve dimensions (strength) or the strength of belief. In this position, students with high self-efficacy will as much as possible establish confidence in themselves and will have good expectations of their abilities. Vice versa if students have a low level of self-efficacy, the student will not be able to strengthen his beliefs and have low expectations of him.

Recommendations

Recommendations for Applicants

To reduce the behavior of academic dishonesty, it is recommended that the students of Islamic high school increase their self-efficacy by knowing their strengths and weaknesses. Students can ask for input about their strengths and weaknesses from teachers, parents, and friends

Improving the self-efficacy of the students of Islamic high school, it is recommended that teachers give appreciation to the strengths of students so that students have confidence in their abilities.

Recommendations for Further Research

Research on the correlation between self-efficacy and academic dishonesty has been widely carried out, so that further research should use qualitative research methods to determine the psychological dynamics of academic dishonesty in students with low and high self-efficacy.

Limitations of Study

This study only examines the association between self-efficacy and academic dishonesty in students of Islamic high school and the results of this study cannot be generalized to different populations.

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Erratum

Addendum and erratum to the paper [Psychology of political morality, ethics, and law: the Western Balkans' review]

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Abstract

It has been deemed necessary to publish this erratum, which contains some corrections in the published article (Vol:2 Issue: 1) titled Psychology of political morality, ethics, and law: the Western Balkans' review

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Introduction

The corrections that need to be made in my previously published article are as follows. Correction to Abstract and Conclusion-Sentence: "Affirming the idea of cosmopolitanism, whose democracy is valued by the government's attitude towards the individual, is the basis of neoliberalism and the idea of human rights inalienability." The corrected sentence is: "Affirming the idea of sociopolitical justice and democracy valued by the government's attitude towards the individual is the foundation of the theory of human rights' inalienability." In the Methodology heading component, one Paragraph is removed: "Discourse analysis is the main research method in qualitative research due to the developments in social psychology in recent years, and it is accepted as an attempt to turn its focus to the variability of meaning. Discourse analysis is a highly used qualitative research method as a heterogeneous analysis technique that develops from different disciplines (psychology, sociology, anthropology, philosophy, media, and communication studies) and is surrounded by armor based on the theoretical perspectives of these different disciplines and uses different research techniques. (Tonkiss, 2006)." The Addendum part added some most recent research related to the topic. The author of this paper examined and debated such a theory in this research (e.g., Hatemi, P., Crabtree, C., and Smith, K. (2019). Ideology Justifies Morality: Political Beliefs Predict Moral Foundations, *American Journal of political science*, 63(4), 788-806; The latest/current examples (2022) related to the observed phenomenon (e.g., USA Department of State, (2022). "U.S. Government Takes Action Against Current and Former B&H Officials Due to Involvement in Significant Corruption and Destabilizing Activities," Press statement, Antony Blinken, Secretary of State); and scholastic and ethical analysis (e.g., of Croatian case related to subjects: Funkymem, "Moral i politika)."

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